



TPCB Student Town Hall

Mental Health & Wellness

Diversity & Inclusion

November 22, 2021



chembio.triiprograms.org

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TPCB Student Town Hall – November 2021

Agenda

A. Introduction

B. Mental Health & Wellness Resources

Patricia Marino, MD – Weill Cornell Graduate School

Nisha Mehta-Naik, MD – Rockefeller University

Chanchal Sharma, PsyD – Memorial Sloan Kettering

C. Diversity, Inclusion & Outreach Programs

Roxana Mesias, PhD – Weill Cornell Graduate School

Ilana Kotliar – Tri-Institutional Outreach Committee

D. TPCB Diversity, Inclusion & Outreach Update

E. TPCB Climate Survey Results

F. Open Discussion










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B. Mental Health & Wellness Resources

Support services are available to all TPCB students

TPCB Intranet

<https://chembio.triiprograms.org/about-tpcb/intranet/#studentsupport>

		
Mental Health & Wellness Resources		
<p>TPCB and the Weill Cornell and David Rockefeller graduate schools recognize that students may face mental health issues at any time during their training. These can arise from a variety of factors that may or may not be directly related to their graduate studies. To support our students, TPCB provides extensive mental health and wellness services through the graduate schools.</p> <p>TPCB students who desire support are encouraged to contact the Program Director or Program Coordinator, who will coordinate support and connect them with the appropriate professional staff. Students may also directly contact the graduate school deans or professional staff listed below if they prefer. These staff can also provide referrals to external medical professionals.</p>		
	Derek S. Tan, PhD TPCB Program Director tan@mskcc.org 646-888-2294 (o) 646-228-1777 (m)	Provides academic oversight for all TPCB students and coordinates support services with the graduate schools
	Margarita Rinowangan-Mendoza, MA TPCB Program Coordinator mrinowangan@med.cornell.edu 212-746-5087 (o)	Secondary contact for all TPCB students desiring support services
	Randi B. Silver, PhD Associate Dean, Academic Affairs Weill Cornell Graduate School rsilver@med.cornell.edu 212-746-5006 (o)	Provides academic oversight for TPCB students in WCM and MSK labs and can also coordinate support services
	Emily Harms, PhD Senior Associate Dean David Rockefeller Graduate School emily.harms@rockefeller.edu 212-327-8090 (o)	Provides academic oversight for TPCB students in RU labs and can also coordinate support services
	Judith Cukor, PhD Assistant Dean, Student Affairs Weill Cornell Graduate School jc2013@med.cornell.edu 212-821-0627 (o) (email preferred)	Works confidentially with TPCB students at WCM and MSK to assess needs and provide appropriate referrals or ongoing support. Dr. Cukor is also an Associate Professor in Clinical Psychology, WCM.
	Nisha Mehta-Naik, MD Onsite Psychiatrist Rockefeller University nm5063@med.cornell.edu 212-327-8414 (o)	Works confidentially with TPCB students at RU to assess needs and provide appropriate referrals or ongoing support. Dr. Mehta-Naik is also an Assistant Professor in Clinical Psychiatry, WCM.
	Michelle Sarahman, PhD Onsite Psychologist Magellan Employee Assistance Prog., MSK sarahmanm@magellanhealth.com 917-794-8442 (o) (website preferred)	Works confidentially with TPCB students at MSK to assess their needs and provide ongoing counseling (up to 6 free visits per year). https://www.youtube.com/watch?v=MichelleSarahmanVideo
	Chanchal Sharma, PsyD Assistant Attending Psychologist Employee Health & Wellness Services, MSK sharmac1@mskcc.org 646-888-4128 (o)	Works confidentially with TPCB students at MSK to assess their needs and provide acute care and appropriate referrals, in coordination with Dr. Cukor



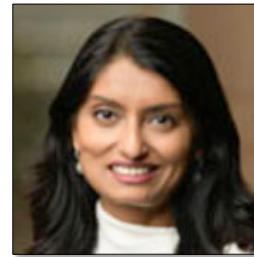
Judith Cukor, PhD
Assistant Dean, Student Affairs
Weill Cornell Graduate School



Patricia Marino, MD
Director, Student Mental Health
Weill Cornell Graduate School



Nisha Mehta-Naik, MD
Onsite Psychiatrist
Rockefeller University










Chanchal Sharma, PsyD
Assistant Attending Psychologist
MSK Employee Health & Wellness

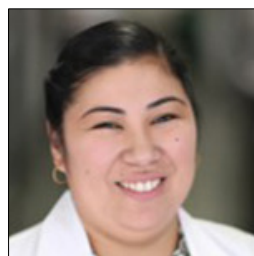
C. Diversity, Inclusion & Outreach Programs

Our Diversity is Our Strength

TPCB Intranet

<https://chembio.triiprograms.org/about-tpcb/intranet/#diversity>

		
Diversity, Inclusion, and Outreach Programs		
<p>Our Diversity is Our Strength. TPCB and the Weill Cornell and David Rockefeller graduate schools are strongly committed to promoting diversity and inclusion at all levels in science. We recognize that outstanding students come from all walks of life, regardless of racial, ethnic, cultural, or socioeconomic background, gender identity or sexual orientation, or disabilities, be they visible or invisible. The program has zero tolerance for racism and discrimination in any form, and works actively to combat unconscious bias in its admissions, recruiting, and curricular activities. We also advocate for diversity in faculty hiring at the three institutions.</p> <p>Outreach activities to underserved communities represent a critical avenue to promoting diversity in STEM in the long term. TPCB strongly encourages all students and faculty to participate in outreach programs on a regular basis in order to maximize their impacts.</p> <p>For more information, see: https://chembio.triiprograms.org/about-tpcb/diversity-inclusion/</p> <p>Students with any questions, concerns, or suggestions regarding diversity, inclusion, and outreach are encouraged to contact the Program Director and may also contact the professional staff listed below directly. Information is also provided on how to request disability support services, and how to report bias, discrimination, harassment, mistreatment, or misconduct.</p>		
	Derek S. Tan, PhD TPCB Program Director tan@mskcc.org 646-888-2294 (o) 646-228-1777 (m)	Provides academic oversight for all TPCB students and coordinates diversity and inclusion efforts, and disability services with the graduate schools
	Yasmin Carrasco, PhD Assistant Dean, Diversity & Student Life Weill Cornell Graduate School <i>arriving November 29, 2021</i>	Coordinates diversity, inclusion, and outreach programs at WCM (also for students in MSK labs)
	Roxana Mesias, PhD Diversity Program Manager Weill Cornell Graduate School rm5068@med.cornell.edu	Coordinates IMSD Program and Espirit de Corps Program in Office of Student Diversity at WCM (also for students in MSK labs)
	Yaihora Fortis Santiago, PhD Associate Director, Postdoctoral Affairs & Trainee Diversity Initiatives, MSK yfortis@mskcc.org 646-888-3705 (o)	Coordinates diversity, inclusion, and outreach programs at MSK
	Andrea Morrie, PhD Director, Career & Professional Development The Rockefeller University andrea.morrie@rockefeller.edu 212-327-8900 (o)	Coordinates career development activities, and serves as liaison to student diversity and inclusion efforts at RU
	Jeanne Garbarino, PhD Director, Science Outreach The Rockefeller University jgarbarino@rockefeller.edu 212-327-7418 (o)	Coordinates outreach programs at RU



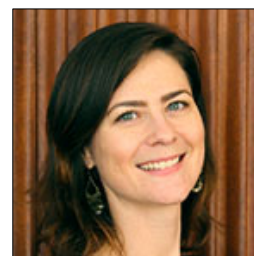
Roxana Mesias, PhD
Diversity Program Manager
Weill Cornell Graduate School



arriving Nov 29, 2021
Yasmin Carrasco, PhD
Assistant Dean, Diversity & Student Life
Weill Cornell Graduate School



Yaihora Fortis-Santiago, PhD
Associate Director, Postdoc Affairs
& Trainee Diversity Initiatives, MSK



Jeanne Garbarino, PhD
Director, Science Outreach
Rockefeller University

D. TPCB Diversity, Inclusion & Outreach Update

TPCB has a long track record of promoting student diversity...

TPCB Diversity & Inclusion

<https://chembio.triiprograms.org/about-tpcb/diversity-inclusion/>



TPCB Student Diversity (last 10 years)

- 23% URM students (16% national average)
- 22% URM graduates (12% national average)
- ≥5% Disadvantaged (NIH policy change 2019)
- 12% with self-identified disabilities (6.7% natl avg)
- 36% International students (6 continents)

TPCB Call to Action – June 12, 2020

- 10 concrete, actionable proposals
- Efforts already in place but not visible enough:
 - public statements on racism & mental health, URM recruitment, fee waivers, speakers ≥50% women, faculty training (mentorship, diversity, inclusion)
- New efforts launched:
 - webpage, resource docs (mental health, diversity, childcare, career dev), RCR module pilot, speakers ≥20% URM, TPCB Orientation meetings, TPCB Orientation Committee, TPCB Peer Mentoring, HSI recruiting, ChBSP URM slots, Open House (preferred pronouns, diversity session, international mixer), TPCB Outreach, TPCB Retreat discussions, TPCB Climate Surveys, TPCB Town Halls

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D. TPCB Diversity, Inclusion & Outreach Update

...but we ALL must do more

Our Philosophy

- I have made mistakes, I apologize, I continue to work to learn, grow, and improve
- TPCB leadership enacts change at program level & advocates for change at institutional level
- TPCB supports and **enables** students to effect change at all levels
- Everyone must commit to this effort personally and professionally

Upcoming Events and Efforts

(some in response to 2021 Climate Survey feedback)

- TPCB Holiday Party – authorized as of Nov 18, 2021!
- TPCB Student Retreat – rescheduled for May 4-5, 2022!
- Director to check in individually with students more regularly
- Outreach programs (TORC, TIMI) to be highlighted on our website
- TPCB Peer Mentoring program to be expanded and highlighted on our website
- TPCB International Student Group to be launched
- Further discussions of how to provide metrics for graduation
- PLEASE contact Derek directly at any time with concerns, suggestions, proposals

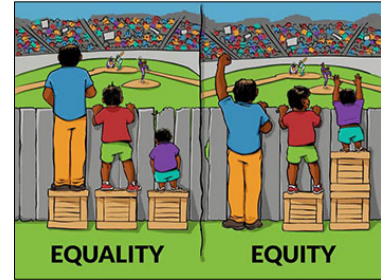
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E. TPCB Diversity & Inclusion Climate Survey 2021

Second direct assessment focused on TPCB program level

Climate Survey Overview

- Survey based on MSK HR survey circulated institution-wide in 2020
- Customized for TPCB in consultation with diversity program staff & students
- Specifically focused on inclusion, of all types, at the TPCB program level
- We do not address *equity* explicitly, but its importance is recognized in questions regarding *support* for students
- Survey opened Oct 14, 2021, closed Oct 29, 2021
- 35 out of 51 students completed survey (69%)
- Survey results have been summarized to faculty



Takehome Messages

- Most respondents generally view TPCB diversity & inclusion positively
- However, more importantly, several view TPCB diversity & inclusion negatively
- TPCB has and continues to work to address the specific comments raised
- We need everyone to contribute to this effort (7 committed to own actions (14%))
- PLEASE come to Derek directly to discuss how best to address your concerns

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E. TPCB Diversity & Inclusion Climate Survey 2021

Key definitions

DIVERSITY is defined as the traits and characteristics that make people unique.

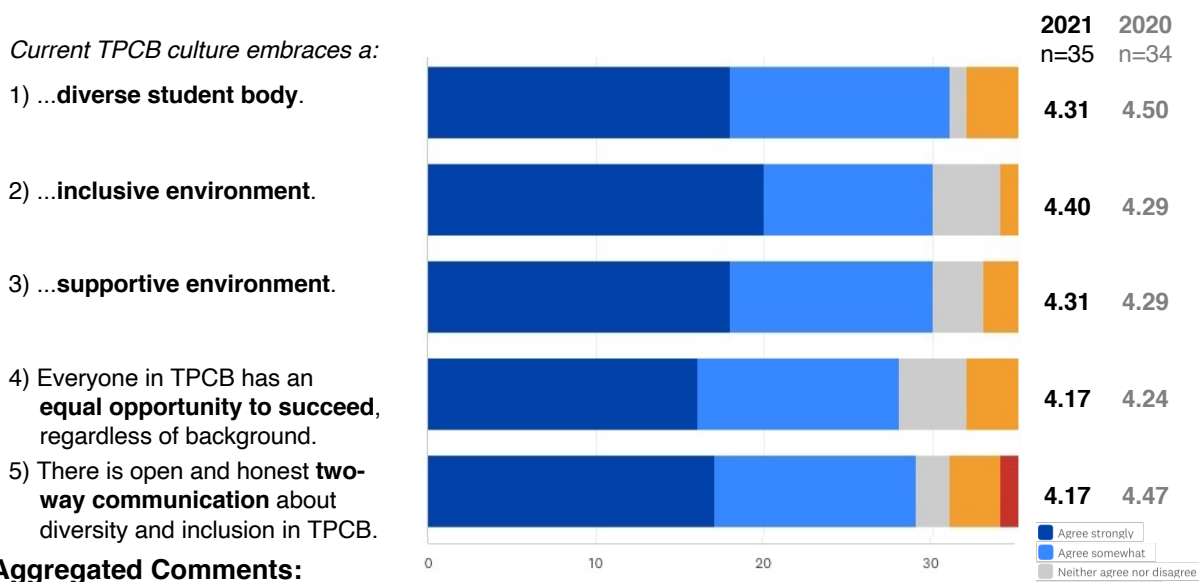
INCLUSION is defined as the behaviors and social norms that ensure people feel welcome.

SOCIAL IDENTITY is defined as a person's sense of who they are based on their group membership(s), e.g., racial or ethnic background, nationality or citizenship, religion, gender identity or expression, sexual orientation, age, disability status, marital or parental status, socioeconomic status or background.

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E. TPCB Diversity & Inclusion Climate Survey

Current TPCB culture



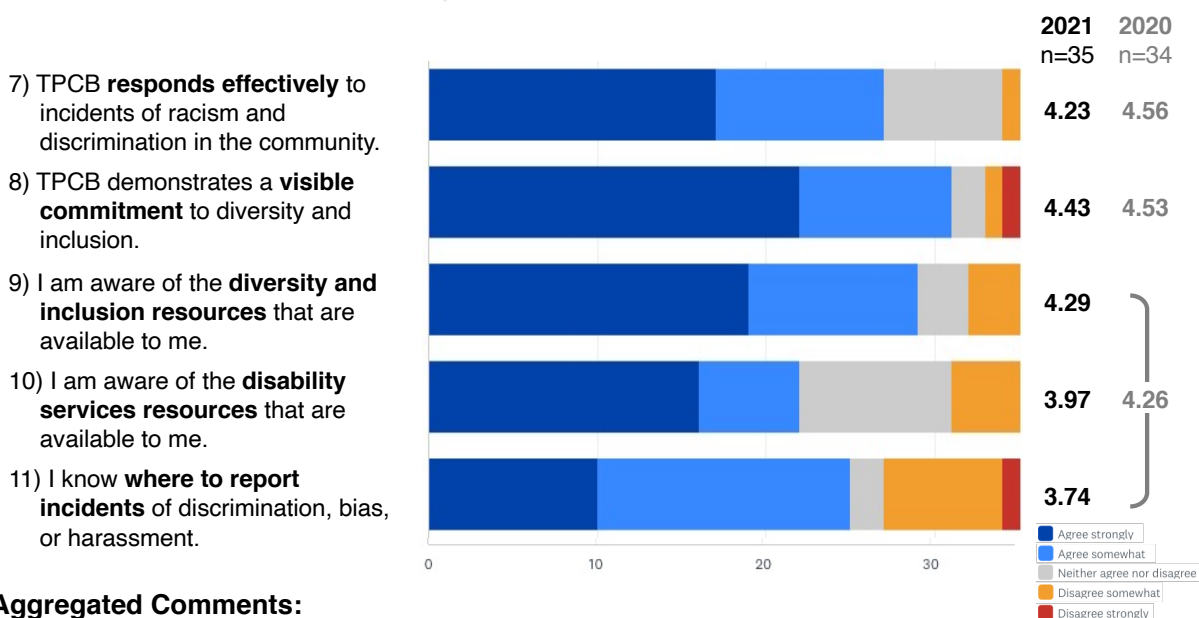
Aggregated Comments:

- 1) Our student body is not significantly diverse [but responded: 'Agree Somewhat']
- 2) Our program has an extroverted ideal; different working styles and personalities should be accepted
- 3) What support has been provided to students during COVID-19? Has anyone checked in on students? No.
- 3) We don't really do anything as a program anymore since COVID began; I feel like I'm never reached out to.
- 3) Students could be supported more beyond Years 1-2; provide rubrics for graduation to benchmark progress
- 4) Program could do more to address "hidden curriculum" in academia in general and TPCB in particular.

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E. TPCB Diversity & Inclusion Climate Survey

TPCB responsiveness and commitment



Aggregated Comments:

- 7) Program administration does a good job.
- 8) I often can't find what's going on.
- 10) I actually not sure, and it would be helpful if this was better emphasized.
- 11) Not sure where to report, but would never report if I were in this situation for fear of retaliation / negative consequences for my PhD; not sure what the solution for this would be, either.

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E. TPCB Diversity & Inclusion Climate Survey

Fair treatment in the TPCB program

At the TPCB program level, everyone is treated fairly, regardless of:

12) ...race or ethnicity.

13) ...nationality or citizenship.

14) ...religion.

15) ...sex assigned at birth,
gender identity,
or gender expression.

16) ...sexual orientation.

2021
n=35

2020
n=34

4.66 4.56

4.49 4.35

4.63 4.62

4.51 4.65

4.71 4.74



Aggregated Comments:

13) Hard to do because of national laws but that's not TPCBs fault!



Clive Liew
Student Services
Administrator

A-131

cli4002@med.cornell.edu

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E. TPCB Diversity & Inclusion Climate Survey

Fair treatment in the TPCB program

At the TPCB program level, everyone is treated fairly, regardless of:

17) ...age

18) ...disability status.

19) ...marital or parental status.

20) ...socioeconomic status or
background.

2021
n=35

2020
n=34

4.69 4.74

4.57 4.65

4.43 4.47

4.49 4.53



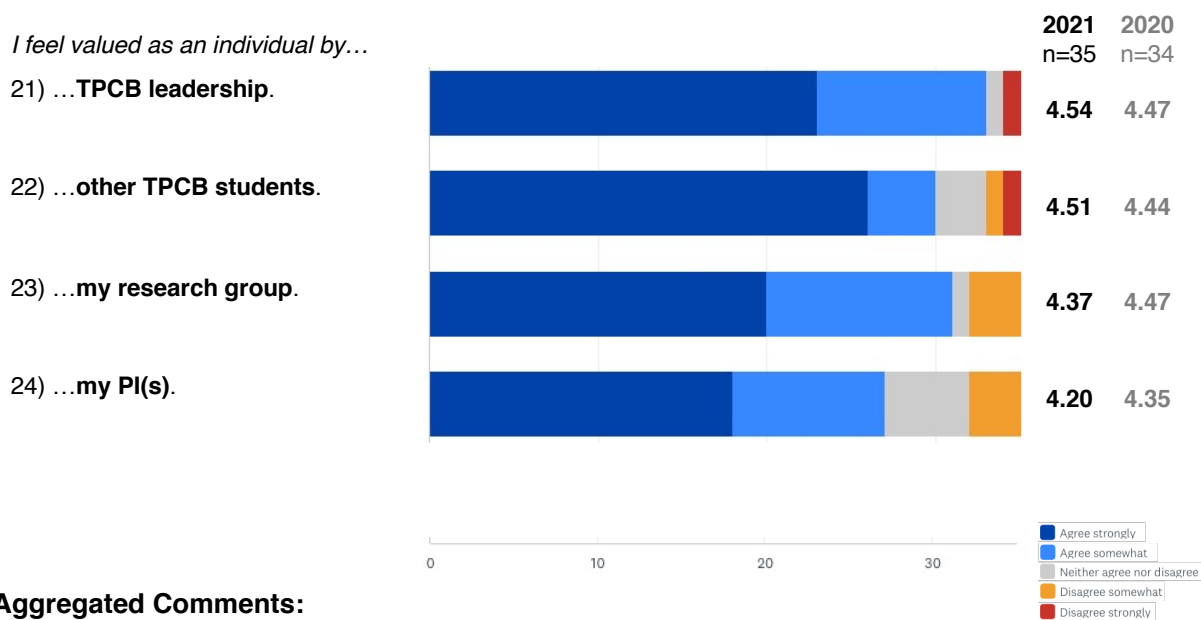
Aggregated Comments:

20) Do we have people from working class/lower class backgrounds in the program?
Everyone seems middle class+

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E. TPCB Diversity & Inclusion Climate Survey

Value as an individual

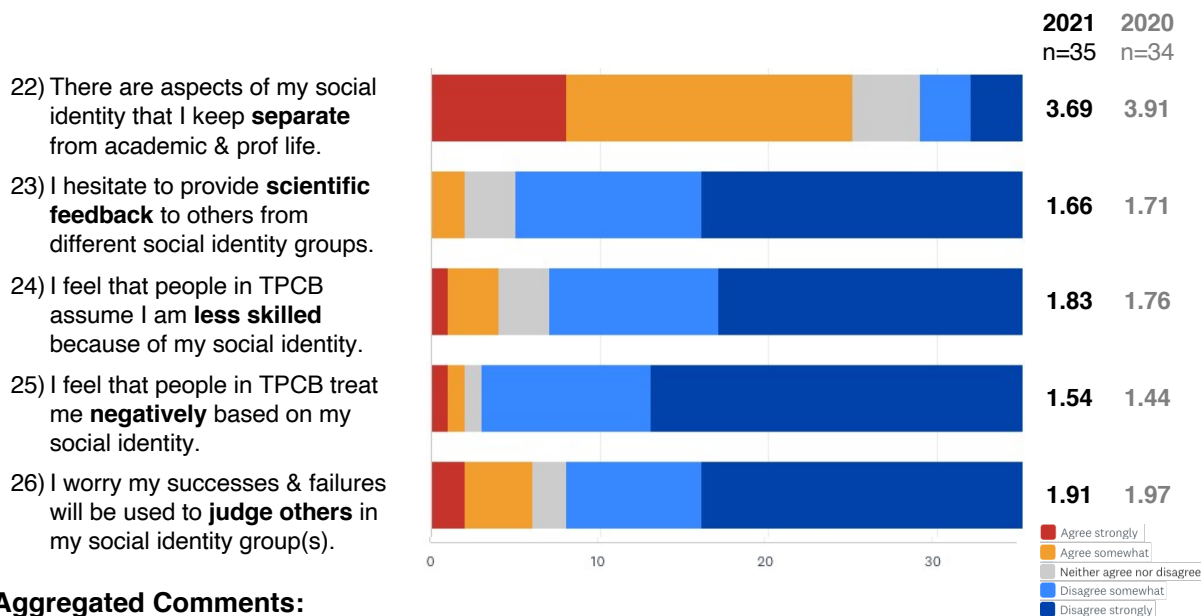


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E. TPCB Diversity & Inclusion Climate Survey

Social identity

Social identity is defined as a person's sense of who they are based on their group membership(s), e.g., racial or ethnic background, nationality or citizenship, religion, gender identity or expression, sexual orientation, age, disability status, marital or parental status, socioeconomic status or background.



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E. TPCB Diversity & Inclusion Climate Survey

Disability status

Social identity is defined as a person's sense of who they are based on their group membership(s), e.g., racial or ethnic background, nationality or citizenship, religion, gender identity or expression, sexual orientation, age, disability status, marital or parental status, socioeconomic status or background.

27) I am uncomfortable discussing my **disability status** with people I interact with in TPCB (skip if not applicable)



2021
n=5

2020
n=2

2.20 1.00

Agree strongly
Agree somewhat
Neither agree nor disagree
Disagree somewhat
Disagree strongly

Aggregated Comments:

none

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E. TPCB Diversity & Inclusion Climate Survey

Student experiences

Are there any experiences you would like to share regarding diversity and inclusion in TPCB?

Aggregated Comments:

- I commend TPCB for being **proactive about recognizing and addressing issues of diversity and inclusion** within the program and wider society. There are concrete aspects I can point to - climate survey, diversity statement on website, town hall, support for student groups spanning the Tri-I focused on DEI, encouragement of outreach programs, etc. that demonstrate the commitment of TPCB to diversity and inclusion. I think **TPCB leadership is open to continuously learning and working to improve the program** - this is not to be taken for granted as other institutional leaders can truly be very stubborn about addressing these matters.
- Derek does a great job of making time to **talk to you if you need to and help** as much as he can with addressing concerns regarding issues of discrimination at the Tri-I.
- I have enjoyed **meeting a variety of people from diverse backgrounds**, both in life experiences and scientific experiences.

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E. TPCB Diversity & Inclusion Climate Survey

Recommended changes in TPCB

What should TPCB consider changing (doing less of, more of, or differently) in support of diversity and inclusion?

Aggregated Comments:

- A **social aspect** of our program has definitely been lost due to the pandemic. It is difficult to meet, welcome and support the incoming class and one another, can we work on this?
 - More program-wide **social events**.
 - We never **gather as a program** so how do you promote D&I when we never see each other?
 - Have more honest discussions about **mental health & how COVID-19 is impacting students** - help end depression/anxiety stigmas.
 - I worry that TPCB supports the idea of diversity, but is unwilling to **take risks or make short term sacrifices** in the interests of increasing diversity within the program or the scientific community at large. It feels like because TPCB is a new program, it is more concerned with earning the respect of other institutions than with creating its own unique and inclusive brand.
 - One issue that is particularly important is inclusivity of international students. Although TPCB recruits internationally, the support for international students when they arrive on campus could be stronger. It might be helpful to have a **TPCB international student support group** to help students when they transition to the US. There are many aspects of life that US citizens might take for granted (e.g., constant concern for visa status, perpetual monitoring of US/international relations news, how to set up a US bank account, how to access a doctor/psychologist, infrequent trips home, etc.) for which older international students can be a great resource. It may be helpful to foster such community within TPCB a bit more.
 - A **"steps to thesis" rubric** would be nice; benchmarking progress to expectations can be an equalizer.
 - Advertisement to more **undergraduate institutions** with a large URM population
- Keep hiring more female and BOC faculty and inviting them to give presentations*

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E. TPCB Diversity & Inclusion Climate Survey

Actions you will take

What actions will you take to help make TPCB a more inclusive program that values differences?

Aggregated Comments:

- While **TPCB claims to value differences, in practice this is not the case**. Differences are tolerated so long as they don't affect performance in the lab. Being inclusive of differences means accepting how those differences will affect a person's performance in the lab. The messaging from the program is basically: "It's okay to be different, so long as in the lab you act like a cis, straight, white man who has a wife at home doing all the housework and tending to the children." Not everyone can work the hours that are expected with the efficiency that is expected. And that has to be okay.
- **DEI & mentoring training, discussing issues** with my cohort & admin.
- Becoming more **educated on my own biases**.
- Being an **open-minded** person who doesn't judge others; continued involvement in **outreach** efforts.
- Continue to engage in **outreach** work and help to **recruit** diverse & excellent students every year.
- As an upperclassman, I believe it is important to **make sure all students feel welcomed, supportive, and included** irrespective of our differences. I am committed to doing my best to foster an inclusive environment as well as continuing to **have DEIJ-focused discussions with my peers** in the program.
- Ensuring that I speak and **get to know all students**, especially in my cohort.
- I will continue to **treat everyone as equals**. No matter someone's gender, race, or other identifications, I will treat everyone with respect in both social and professional environments.

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F. Open Discussion

What did we miss? Where do we go from here?

